11 Working to improve classroom climate and pupil behaviour

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Introduction

Classroom management, and the ability to 'run a room' (Bennett, 2017), are major elements of the teaching and learning process, impacting on pupil attainment, pupil motivation and engagement, and the quality of teachers' working lives. Variations in classroom climate are also one of the most important causes of inequality of educational opportunity in England (Haydn, 2015).

This chapter draws on recent research and testimony from interviews with experienced and effective teachers to consider issues related to the working atmosphere in the classroom (sometimes referred to as 'classroom climate') and pupil behaviour. How do teachers get better at managing pupil behaviour, and why do some teachers develop to higher levels than others? How might you usefully consider and reflect on the extent to which there is an ideal classroom climate for learning in your classroom in order to further hone and refine your abilities in this facet of your teaching?

Classroom climate might be thought of as a continuum. At one end are classrooms where all the pupils are under the relaxed and assured control of the teacher, with the teacher able to undertake any form of lesson activity without concern; teacher and pupils working together, enjoying the experiences involved, and with all pupils doing their best to learn and do well (what I have termed, in my research, 'Level 10'). At the other end are classrooms where the amount of learning that takes place is severely constrained because many pupils are being disruptive, spoiling the learning of others, and preventing the teacher from teaching effectively ('Level 1'). (The full version of the scale is provided at the end of the chapter in Appendix 1. The scale and supporting materials can also be accessed at https://terryhaydn.wordpress.com/pgce-history-at-uea/class-management/.)

What is the relationship between learner behaviour and classroom climate?

There is obviously a close relationship between learner behaviour and classroom climate. The interplay between the two has an important effect on how much learning takes place

in a classroom, and the extent to which learners are able to enjoy the lesson and feel that the experience of being in the classroom is worthwhile. Even if there are just one or two pupils misbehaving, it is difficult for the teacher to relax and concentrate solely on getting pupils to learn. Other pupils will be aware of the fact that the teacher is not in full control of the lesson, may lose confidence in the teacher and start to feel frustrated by the negative impact on their right to learn. Often, other pupils become distracted from learning and the problem escalates. Deficits in classroom climate can influence not just the learning outcomes of the lesson, but the ways in which the teacher plans the lesson, sometimes resorting to defensive 'teaching for control' strategies (for example, building in lots of written work for pupils to do, to 'keep them busy, keep their heads down'). Levels 5–7 in the scale (see Appendix 1) give some descriptors of the effect of these deficits in classroom climate.

It is also difficult to overstate the effect that classroom climate has on the extent to which teachers are able to enjoy their job. It is difficult to enjoy working with a teaching group that is not fully under your control, but when you are teaching at 'Level 10', teaching can be a very fulfilling and enjoyable job. Below are some comments from teachers I interviewed about what it is like when you are teaching at Levels 9 and 10 on the scale:

> You come out feeling great. You know that you have their respect, they rate you, they think you are a good teacher.(Newly qualified teacher (NQT))
>
> As you are walking round the classroom, or looking out of the window, you think to yourself, there aren't many people who have a job as fulfilling and enjoyable as this. (Experienced teacher)
>
> In terms of how much you enjoy your teaching, there's a massive difference between operating at Levels 7 and 8 … which are OK … no big hassle … and Level 10, when it's just a fantastic job, pure pleasure … you can get a real buzz out of the interaction with pupils. It's like the adverts for teaching on the TV but in real life.(NQT)
>
> *(Haydn, 2012, pp. 11–12)*

OBJECTIVES

At the end of the chapter, you should be able to:

- have a clear grasp of the range and complexity of factors that influence classroom climate;
- have an awareness of recent ideas and research evidence relating to classroom climate and pupil behaviour;
- have an awareness of the views of experienced professionals about which factors enable teachers to develop high levels of competence in managing pupil behaviour.

Check how the information in this chapter enables you to meet the requirements for your first year of teaching.

Context

Until as recently as 2012, the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Department for Education (DfE) suggested that behaviour in English schools was relatively unproblematic, reporting that behaviour was 'satisfactory or better' in 99.7% of English schools (DfE, 2012; Ofsted, 2012b). However, more recently, this view has been questioned, and it is now generally acknowledged that deficits in classroom climate that affect behaviour in English schools are more prevalent than this (Haydn, 2014; Jenkins and Ueno, 2017). Deficits in classroom climate and concerns about pupil behaviour are a problem worldwide (Jenkins and Ueno, 2017; Organisation for Economic Cooperation and Development (OECD), 2009; Trends in International Mathematics and Science Study (TIMSS), 2013). There are few, if any, education systems that can claim that there are no schools where some pupils at times impede the learning of others. As the English government's current behaviour advisor notes, having problems of behaviour is not abnormal (Bennett, 2017). You will be unusual if you go through your first few years of teaching operating at 'Level 10' with all your teaching groups. It is important for you to keep in mind that most teachers at some time face quite challenging decisions over issues relating to pupil behaviour as the following testimony from a year head demonstrates:

> This is not a school in desperate circumstances … we are heavily oversubscribed, parents are desperate to get their kids into the school. But within a few days of becoming a year head, I had been obliged to make several quite difficult decisions about what to do with pupils who were spoiling the lesson for other pupils by behaving badly … deliberately trying to undermine the teacher … quite blatantly breaking the basic rules of behaviour.
>
> *(Haydn, 2012, p.183)*

It is therefore unhelpful to suggest that any deficit in classroom climate is necessarily the result of poor teaching. Teachers sometimes have to work with large numbers of difficult and disengaged pupils, and such pupils are not spread evenly across schools (see, for example, Turner, 2017). It is also naïve to suggest that securing and maintaining a classroom climate that is ideal for learning is a simple and straightforward matter (for further examples see Department for Education and Skills (DfES), 2004; Wilshaw, 2014; Haydn, 2012, pp.7–8). Deficits in classroom climate can be caused by a particularly difficult group of pupils, an inappropriate curriculum, poor pre-school experience, inadequate resources, lack of effective support and sanctions or lack of parental support, or any number of factors beyond the control of the classroom teacher. 'Level 10' is not a natural state of affairs; with some teaching groups it takes considerable skill to get all pupils to be perfectly behaved and keen to learn and do well, and in some challenging schools, even very experienced and accomplished teachers struggle to maintain a classroom climate that is ideal for learning (Haydn, 2012).

However, Ofsted's recent focus on school leaders, school systems and school ethos as the key determinants of levels of classroom control and classroom climate (Ofsted, 2014; Wilshaw, 2014) do not explain the phenomenon of 'in-school variation' in classroom climate. In England, as in many other countries, differences *within* schools have been found to be

more significant than differences between schools in terms of the levels of behaviour that prevail in classrooms (see, for example, Elliott, 2009; Reynolds, 1999; Wubbels, 2011).

My experience as someone who taught at a challenging inner-city school for many years, and my interviews with over 140 teachers (Haydn, 2012) lean me towards Elliott's view that in spite of the existence of other variables, the classroom management skills of individual teachers are one of the most influential determinants of classroom climate and good pupil behaviour. The testimony of one student teacher is not untypical of many responses to the question of why classroom climate varied within schools:

> You couldn't do a placement at X school without realising what a fantastic difference the individual teacher makes. Groups that I had regarded as unteachable would behave like little angels [for teacher X], not just under control but relaxed, pleasant, helpful. They would just go quiet when he gave some small signal that he wanted to talk. At one level it was depressing because it made me realise how crap I was, but in another way it was inspiring … it made you realise what a fantastic difference teachers can make.
>
> *(Haydn, 2015, p. 2356)*

AU: Sentence beginning: 'Haydn, 2015…'Please confirm if the large page number of '2356' is correct?

It is for this reason that the chapter focuses predominantly on the question of the development of individual teachers' skills in managing pupil behaviour and 'running a room'. It is however important to remember that there are other factors, which have a significant influence on classroom climate. It is misleading to suggest that 'it is all down to the teacher'.

Complexity

There are so many variables involved in the complex process of teaching a lesson in very differing school cultures and with different pupils that it is artificial and misleading to suggest that the handling of any incident or experience can be, in all cases, reduced to a simple formula for prescribing the correct or appropriate action (along the lines of 'If A happens, you should respond by doing B'). Although there might be sensible *parameters* for action (that is to say, a range of possible responses, which would be appropriate given the policies and norms of a particular school culture), sometimes the answer is 'it depends …'. Not every situation can be resolved by the application of a particular sanction 'tariff'. Of course, teachers should try to be consistent with their actions, but sometimes it is difficult to be consistent because of the complexity and subtle differences involved in an incident. In the words of Elliott:

> The dynamics (of the classroom) are such that skilled classroom management cannot simply be reduced to a set of behavioural guidelines or classroom routines independent of situational cues. Recognising, understanding and interpreting the complex social phenomena that underpin particular classroom dynamics in any given situation can prove problematic for less skilled teachers.
>
> *(Elliott, 2009, p. 200)*

Although behaviour 'checklists' (see, for example, Taylor, 2011) and guidance from behaviour experts can be useful, they are not guaranteed to work in all situations and circumstances. Lemov's research and guidance (see Lemov, 2015 and associated YouTube clips) is highly respected, but the suggestion that 'managing pupil behaviour is all in the eyebrow' (Lemov, 2017, p. 24) might not work in all contexts.

In terms of the implications for your practice, it can be helpful to be aware of such guidance, but also to be open-minded, to be prepared to try things out and to reflect and adapt your practice in the light of these experiences. Stenhouse (1975) argued that the purpose of educational research was for teachers to test ideas out against their own practice and learn from them.

The limitations of such guidance can be gleaned from the contradictions and differences that sometimes exist between suggestions given by even the most talented and experienced experts.

I have always believed that a key level to aspire to in terms of classroom climate is that you can get the pupils to be quiet when you are talking. To me, it is one of the 'litmus tests' of whether you are in control of the class or not. Sue Cowley eloquently recommends the strategy of 'waiting for silence' before talking to a class (Cowley, 2002, p. 22). Paul Dix, another highly respected expert in the management of pupil behaviour, radically disagrees with this approach, arguing that 'waiting for silence is not a behaviour technique, but an invitation for pupils to take control of the lesson' (Dix, 2015, p. 24). Now complete Task 11.1.

Task 11.1 Getting the class quiet

A common criticism of less experienced teachers is that they sometimes 'talk over' the noise of the class, rather than waiting for the class to be quiet and listen (Haydn, 2012). Read the teacher testimony on the use of the 'waiting for quiet' strategy at https://terryhaydn.wordpress.com/pgce-history-at-uea/class-management/how-do-you-get-them-quiet/. What influence (if any) does this testimony have on your ideas about the use of the 'waiting for quiet' strategy? Talk to colleagues about their views and experiences of using this approach to get the class quiet.

Store this information in your professional development portfolio (PDP) (or similar) to refer to later.

Another area where there are very differing views about good practice in managing pupil behaviour and establishing a calm and purposeful working atmosphere in the classroom is the question of rules. Rogers (1994) has suggested that teachers should try to negotiate and discuss classroom rules with pupils, with the idea that if pupils feel they have some ownership or say in the rules, they are more likely to respect them. Another view is that you just try to get pupils to comply with the rules for the school as a whole – most schools have a set of basic rules/expectations, and these are often on the walls of

the classroom (which is not to say that they are always rigorously and unfailingly complied with). Dix (2012, pp.8–9) advised against starting out with a 'rules and expectations lesson':

> The children will think you are a prig and ignore you. It will not do anything to improve their behaviour or their respect for you. It will not inspire them, engage them or interest them. You can agree routines as you go along. Please, I beg you, don't tell them 'how it is going to be' before you have shown them something of who you are.

Bennett (2017) is at the opposite end of the spectrum, stating that in his own practice, he spends most of the first lesson spelling out routines, rules and expectations.

It isn't that these approaches are either right or wrong. It depends on the class, the school, but above all, how skilfully and resolutely you go about *establishing* the ground rules and expectations you have chosen to implement. Task 11.2 asks you to consider skills you need to establish rules and expectations in your lessons.

Task 11.2 Establishing 'ground rules'

Read the list of teacher skills involved in establishing rules and expectations at https://terryhaydn.wordpress.com/pgce-history-at-uea/class-management/rules. Reflect on which of these skills and approaches you use and are already proficient in, and which you feel you have not explored, or you might hone and refine further.

Work with your mentor to develop your skills in establishing rules and expectations and record your progress in your PDP.

Similar tensions and ambiguities exist in other aspects of establishing a good classroom climate and managing pupil behaviour. 'Withitness' (Elliott, 2009) – the art of having very acute antennae for what is going on in the classroom, can easily shade into what Rogers (1994) terms 'manic vigilance', where the teacher betrays anxiety and lack of confidence by being over-zealous in looking round the room, almost giving the expectation that they expect the pupils to misbehave. There are those who argue that developing warm and friendly relationships with pupils is the key to developing a good classroom climate for learning, and others who advocate a 'Don't smile before Christmas' approach. As Elliott (2009) points out, it isn't that one of these strategies is 'correct' and one misguided, it depends on the adeptness and skill with which the approach is carried out. Some teachers are very effective with a stern and austere teaching approach, others are very successful with the 'cultivating good relationships' approach. 'What works' depends on both school context and the skill with which strategies are implemented (and of course, your own personality, and developing strengths and weaknesses in this aspect of your teaching). This extends to the widely advocated strategy of welcoming pupils into the room as they come into the lesson (see for example, Taylor, 2011). This is now

sometimes official school policy, but done maladroitly, by a teacher who does not have high-level skills of interaction with pupils, it may do more harm than good. It does not *in itself* improve working relations between teacher and pupils, and there is the danger that if every teacher does this, in every lesson, there may be diminishing returns, and it may lose some of its value. It becomes the equivalent of 'Have a nice day', or 'Are you enjoying your meal?'. Now complete Task 11.3.

Task 11.3 Welcoming pupils into the room at the door of the classroom

If it is possible to do this without upsetting pupils and colleagues, ask pupils (perhaps the pupils in your form, or 'A' level pupils), and colleagues that you get along with, what they think about the practice of being talked to and welcomed individually as they come into a classroom. Reflect on what comments and greetings might be most effective in using this strategy, and whether it might be a good idea to vary this approach (if it is not official school policy).

Record these in your PDP to enable you to build up a range of greetings to use in future.

The 'golden nugget' (Battersby, 1997, p. 10) to keep in mind is that just about anything in teaching can be done well or badly, and that includes most of the ideas, techniques and strategies relating to managing pupil behaviour.

One further dimension of complexity in this area might be noted. Garner (2017) makes the important point that it is not just about you, the teacher. Behaviour for learning also encompasses understanding pupils and how they think about themselves (self-esteem, confidence, identity and so on), pupils' relations with others (both adults and other pupils), and how pupils view themselves as learners (their attitudes to the curriculum, to school and to the whole project of 'education'). (This is developed in more detail in Garner, 2017.)

In terms of the implications for your practice, this means that it needs time, patience and intelligent reflection in order to develop a good understanding of the pupils you teach and insight into how they feel about learning your subject, and being in your classroom. Some teachers are more accomplished than others in terms of getting to know their pupils as individuals, and knowing how to 'get the best out of them' in terms of their willingness to commit to working to the best of their ability and to wanting to do well in your subject.

Complex and sophisticated skills

Elliott (2007) argued that although schools have 'bureaucratic' systems for guiding pupils towards good behaviour, the most important source of teacher authority is the

deployment of the teacher's own high-level expertise. He suggests that the teacher's authority comes from the respect that pupils have for the teacher's expertise in interacting with them and managing the classroom. He argues that the more authority the teacher has, in terms of commanding the respect of the pupils for their professional abilities, the more relaxed, friendly and approachable they can afford to be (Elliott, 2007). He argues that there are many complex and sophisticated skills that teachers need to develop – not all of them relating specifically to behaviour and control – which have an influence on the response of pupils to that teacher:

> Clearly, subject knowledge is crucially important, as is the capacity to provide high-quality teaching and learning. However, the third element of teacher expertise, interpersonal skill, is an element absolutely essential for ensuring teacher authority … highly skilled teacher practice involves engaging in a range of behaviours that, in themselves, appear relatively unimportant but, taken cumulatively, are key to prevention and, where necessary, defusion of problem behaviour. Where these behaviours are exhibited, pupils are likely to perceive that their teacher has high-level expertise and adjust their behaviour accordingly.
>
> *(Elliott, 2009, p.200)*

In other words, if your teaching skills are very well developed across a broad range of teaching competence – but perhaps especially in your skills of interaction with pupils, classes are more likely to respond well to your teaching. Bennett (2017) puts it slightly differently: while making the point that you should not seek popularity as a teacher, 'if you are a good teacher they will probably like you'.

So, what are these complex and sophisticated skills? Elliott (2007) identifies 'withitness' (the teacher's awareness of everything that is taking place around them), the ability to handle 'overlapping' ('overlapping' in the sense of the ability to show good judgement and calm efficiency in responding to lots of things happening at the same time), composure, non-verbal signals, voice and skills of 'teacher-talk' as being of particular importance, but stresses that there are many others. A more 'unpacked' and extensive explanation of the nature of these 'complex and sophisticated skills' can be accessed at https://terryhaydn.wordpress.com/pgce-history-at-uea/class-management/skills/ It includes an expanded version of Elliott's points together with advice from other expert practitioners, and some extracts from the 140 teachers interviewed about their views on managing pupil behaviour.

Talking to pupils, either as a group or as individuals, is a skill that is used in nearly every lesson taught. Some teachers develop to higher levels than others in their skills of interaction with pupils and in their use of teacher exposition and questioning. I worked for some years with a teacher where the pupils would sometimes sigh with disappointment when he stopped talking (I never reached that level of expertise). It is not just about tone, pitch, intonation – part of it is about the quality of what you say – have you got anything interesting to say, do you explain things well, can you hold their attention, is your questioning stimulating, lively and effective?

I taught for over 30 years before reading Philip Beadle's piece about the use of the pause (see below). I then experimented with the use of the pause in lectures and seminars and found that it did seem to work well (when not overdone):

> How effectively do you use the pause? 'Once you have pens down and everybody looking at you, wait … then stretch the pause slightly … wait a little … then (long pause) … speak. In doing this, you've assured that the attention is entirely on you, and that you haven't rushed it, losing the attention that was so hard won … If you blast in, at a million miles an hour, you'll transmit nervousness or agitation.
>
> *(Beadle, 2010, p. 24)*

Now complete Task 11.4.

Task 11.4 Developing skills in 'teacher-talk' and the use of the pause

- In at least one of your lessons, experiment with the use of the pause and see if it makes any difference to the quality of your delivery and the attentiveness of pupils.
- See if, in at least one of your lessons, you can hold the attention of the whole class for around 3–5 minutes simply by the quality of your teacher exposition. Reflect on why this was, or was not, successful and try to develop your skills of exposition from what you learn in this (and other) lessons.

Record your reflections in your PDP to help you with further development in using 'teacher talk' and pause.

Of course, it is not just about skill in using pauses; there are a number of strands to use of voice and quality of oral 'delivery' to pupils (see also Zwozdiak-Myers and Capel in *LTT8*, 2019). It should be an interesting part of the teacher's work honing and refining these skills, taking pleasure at getting better at them, and noting the improved response of pupils.

AU: Sentence beginning 'Of course, it is not just about skill'. Does the term 'strands' clarification?

What are the characteristics of teachers who develop to excellence in the management of pupils' behaviour?

When I posed this question to head teachers and senior managers (Haydn, 2012) they were keen to stress that expert performance was *not* related to years of experience, innate charisma, or any genetic predisposition to manage pupil behaviour adeptly. Two responses that were fairly characteristic of the overall tenor of responses:

> Like most heads, I have some teachers who are exceptionally accomplished at working with difficult and troubled pupils, they are incredibly resourceful,

persevering … and clever. Some students and NQTs learn from them, others don't pick things up.

I've got teachers here who have worked in this school for years who are still at Level 3 with some of their classes, and I've got NQTs who are already very assured in dealing with pupil behaviour, who have virtually no problems with their classes after the first term. Some teachers are much better than others at this … it's not just a question of serving your time.

Good self-awareness, determination and perseverance, and the ability to learn and adapt from experience, advice and reading were also qualities that were frequently mentioned. Now complete Task 11.5.

Task 11.5 'Keeping going'

Read Lisa McInerney's blog post on how she survived her NQT year (https://lauramcinerney.com/2013/03/23/surviving-the-first-year-of-teaching-nqt-teachfirst-trainee-pgce-survived/). It is an eloquent account of her NQT year and encapsulates what most commentators (and respondents in my study) say is important to keep in mind – that it usually takes time to develop high-level skills of interacting with pupils and running a classroom, even if you are intelligent, conscientious and keen to learn and improve. You wouldn't expect to be brilliant at playing the piano or speaking a foreign language after just a few weeks. Learning to get every child you teach to be keen to learn and behave perfectly is not simple and straightforward, it is very complex and difficult.

Next time you have a challenging class, make a conscious effort to keep in mind McInerney's points about the importance of resilience, keeping things in proportion, trying to keep your composure under pressure, and just carrying on doing your best for the pupils in your care even when it's difficult.

Record your progress in your PDP. You might also like to write this up to support other NQTs.

AU: Sentence beginning: 'Read Lisa…'In Task 11.5 I've amended the capitalisation of 'Mcinerney' to 'McInerney' as this is how she puts it on the 'About' page of her blog.

Expert teachers have a good understanding of the full breadth of benefits which pupils might derive from being in their classroom. Although it is important that you are an excellent subject teacher, there is more to being a good teacher than that. Many pupils arrive at secondary schools not perfectly socialised and have a lot to learn, on top of school subjects. Table 11.1 shows two lists that outline some of the other things that accomplished teachers try to develop in their pupils *as well as* getting better at the subject. If you want to cultivate a classroom climate that is ideal for learning, these things matter.

Garner also makes the important point that teachers need to have a clear grasp of the full breadth of desirable and undesirable behaviours that pupils may exhibit, and need to make expectations with regard to these behaviours explicit to pupils so as to develop the former, and minimise or eliminate the latter. (A helpful taxonomy of such strands of behaviour can be found in Garner, 2016, pp.184–185.)

Table 11.1 Non-subject-specific teaching objectives

Garner (2016)	*Bennett (2017)*
Pupils need to be taught to: ■ be effective and successful learners; ■ make and sustain friendships; ■ deal with and resolve conflict efficiently and fairly; ■ solve problems with others by themselves; ■ manage strong feelings such as frustration, anger and anxiety; ■ recover from setbacks and persist in the face of difficulties; ■ work and play cooperatively; ■ compete fairly and win and lose with dignity and respect for competitors.	Good habits you want pupils to develop to help them to succeed: ■ waiting their turn; ■ trying hard; ■ focusing; ■ being kind; ■ sharing; ■ interacting constructively with others; ■ learning how to debate. Pupils need these things (as well as knowledge) to help them to flourish as pupils and as people.

SUMMARY AND KEY POINTS

- There are different approaches to becoming accomplished at managing pupil behaviour: there is not one, single 'correct' approach.
- Becoming expert at 'running a room' is multi-faceted in terms of the number and range of skills you need to develop. It is not 'simple and straightforward'.
- It is important to be aware of the full range of ways in which pupils might benefit from being in your classroom. You are not *just* a subject operative.
- It takes time, patience, determination, open-mindedness and a willingness to learn, in order to get to expert levels of competence in this area.
- It is worth putting in the time, thought and effort to get to 'Level 10' on the Haydn Scale. Don't rest content if the working atmosphere in your classroom is quite good but not perfect. A classroom climate that is ideal for learning makes a big difference to how well learners do, and to how much you will enjoy your work as a teacher.

Record in your PDP, how the information in this chapter enables you to meet the requirements for your first year of teaching.

Appendix 1: The working atmosphere in the classroom: a ten-level scale (Haydn, 2014)

The scale was devised to encourage student teachers (and teachers, departments and schools) to think about the degree to which teachers are in relaxed and assured control of their classrooms and can enjoy their teaching, and also the extent to which there is a 'right to learn' for pupils, free from the noise and disruption of others. It is not designed as an instrument

to pass judgement on the class-management skills of teachers (not least because there are so many other variables that influence the levels – most obviously, which school you are working in). Its purpose is to get teachers to think about the factors influencing the working atmosphere in the classroom, the influence of the working atmosphere in classrooms on teaching and learning, and the equal opportunities issues surrounding the tension between inclusion, and situations where some pupils may be spoiling the learning of others.

Level 10	You feel completely relaxed and comfortable; able to undertake any form of lesson activity without concern. 'Class control' not really an issue – teacher and pupils working together, enjoying the experiences involved.
Level 9	You feel completely in control of the class and can undertake any sort of classroom activity, but you need to exercise some control/authority at times to maintain a calm and purposeful working atmosphere. This can be done in a friendly and relaxed manner and is no more than a gentle reminder.
Level 8	You can establish and maintain a relaxed and co-operative working atmosphere and undertake any form of classroom activity, but this requires a considerable amount of thought and effort on your part at times. Some forms of lesson activity may be less calm and under control than others.
Level 7	You can undertake any form of lesson activity, but the class may well be rather 'bubbly' and rowdy; there may be minor instances of a few pupils messing around on the fringes of the lesson, but they desist when required to do so. No one goes out of their way to annoy you or challenges your authority.
Level 6	You don't really look forward to teaching the class, it is often a major effort to establish and maintain a relaxed and calm atmosphere. Several pupils will not remain on task without persistent surveillance/exhortation/threats. At times you feel harassed, and at the end of the lesson you feel rather drained. There are times when you feel it is wisest not to attempt certain types of pupil activity, in order to try to keep things under control. It is sometimes difficult to get pupils to be quiet while you are talking, or stop them calling out, or talking to each other at will across the room *but* in spite of this, no one directly challenges your authority, and there is no refusal or major disruption.
Level 5	There are times in the lesson when you would feel awkward or embarrassed if the head/a governor/an inspector came into the room, because your control of the class is limited. The atmosphere is at times rather chaotic, with several pupils manifestly not listening to your instructions. Some of the pupils are in effect challenging your authority by their dilatory or desultory compliance with your instructions and requests. Lesson format is constrained by these factors; there are some sorts of lesson you would not attempt because you know they would be rowdy and chaotic, *but* in the last resort, there is no open refusal, no major atrocities, just a lack of purposefulness and calm. Pupils who wanted to work could get on with it, albeit in a rather noisy atmosphere.
Level 4	You have to accept that your control is limited. It takes time and effort to get the class to listen to your instructions. You try to get onto the worksheet/written part of the lesson fairly quickly in order to 'get their heads down'. Lesson preparation is influenced more by control and 'passing the time' factors than by educational ones. Pupils talk while you are talking, minor transgressions (no pen, no exercise book, distracting others by talking) go unpunished because too much is going on to pick everything up. You become reluctant to sort out the ringleaders as you feel this may well escalate problems. You try to 'keep the lid on things' and concentrate on those pupils who are trying to get on with their work.

Level 3	You dread the thought of the lesson. There will be major disruption; many pupils will pay little or no heed to your presence in the room. Even pupils who want to work will have difficulty doing so. Swearwords may go unchecked, pupils will walk round the room at will. You find yourself reluctant to deal with transgressions because you have lost confidence. When you write on the board, objects will be thrown around the room. You can't wait for the lesson to end and be out of the room.
Level 2	The pupils largely determine what will go on in the lesson. You take materials into the lesson as a manner of form, but once distributed that will be ignored, drawn on or made into paper aeroplanes. When you write on the board, objects will be thrown at you rather than round the room. You go into the room hoping that they will be in a good mood and will leave you alone and just chat to each other.
Level 1	Your entry into the classroom is greeted by jeers and abuse. There are so many transgressions of the rules and what constitutes reasonable behaviour that it is difficult to know where to start. You turn a blind eye to some atrocities because you feel that your intervention may well lead to confrontation, refusal or escalation of the problem. This is difficult because some pupils are deliberately committing atrocities under your nose, for amusement. You wish you had not gone into teaching.

Further resources

Bennett, T. (2017) *Creating a Culture: How School Leaders Can Optimise Behaviour*, London: DfE. Available at: www.gov.uk/government/publications/behaviour-in-schools (accessed 25 November 2018).

An up-to-date study that complements the emphasis on teacher skills in this chapter.

Dix, P. (2017) *When the Adults Change, Everything Changes*, Carmarthen, UK: Independent Thinking Press.
This text presents ideas and opinions rather than research and evidence (no references, no index), but is interesting and potentially useful nonetheless.

Elliott, J. (1991) *Action Research for Educational Change*, London: McGraw-Hill.
The section 'Professional competence and the development of situational understanding' (pp. 128–132) provides a summary of Klemp's model of professional competence. I find this one of the most plausible explanations of why some professionals develop to excellence, and others don't.

Garner, P. (2019) 'Managing classroom behaviour: adopting a positive approach', in S. Capel, M. Leask and S. Younie (eds.) *Learning to Teach in the Secondary School: A Companion to School Experience*, 8th edn, Abingdon, UK: Routledge, pp. 000–000.
This chapter should be read in conjunction with Philip Gardner's chapter, which provides a more developed explanation of some of the ideas mentioned briefly in this chapter.

AU: Please update the page range for the reference 'Garner (2019)'.

Haydn, T. Available at: https://terryhaydn.wordpress.com/pgce-history-at-uea/class-management/
This site provides further teacher testimony on common behaviour dilemmas (such as how best to cope if the class is not fully under your control, and decision making over sending pupils out of the classroom).

Lemov, D. (2015) *Teach like a Champion 2.0*, San Francisco, CA: Jossey-Bass.
Based on video analysis of expert teachers, these suggested techniques can be tried out to explore whether they might work for you.

Appendices 2 and 3 list subject associations, teaching councils and relevant websites.

Books in the *Learning to Teach* series that you may find helpful are as follows:

Capel, S., Leask, M. and Younie, S. (eds.) (2019) *Learning to Teach in the Secondary School: A Companion to School Experience*, 8th edn, Abingdon, UK: Routledge.
This book is designed as a core textbook to support student teachers through their initial teacher education programme.

Capel, S., Leask, M. and Turner, T. (eds.) (2010) *Readings for Learning to Teach in the Secondary School: A Companion to M Level Study*, Abingdon, UK: Routledge.
This book brings together essential readings to support you in your critical engagement with key issues raised in this textbook.

The subject-specific books in the *Learning to Teach* series, the *Practical (subject) Guides*, *Debates in (subject)* and *Mentoring (subject) Teachers* are also very useful.